

Greenville High School Academy of Law, Finance and Business

1 Vardry Street
Greenville, SC 29601

Grades	9-12 High School	
Enrollment	1,445 Students	
Principal	JF Dalton Lucas, Jr.	864-355-5500
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good*
2012	Good	Below Average
2011	Good	Below Average
2010	Good	Average
2009	Average	Excellent

* The School's 2013 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
27	10	1	0	3

* Ratings are calculated with data available by 12/14/2013.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	78.7%	77.7%	80.5%	78.9%	78.2%	81.8%
Passed 1 subtest (%)	12.4%	11.3%	12.3%	12.3%	13.5%	11.9%
Passed no subtests (%)	8.9%	11.0%	7.2%	8.8%	8.4%	6.3%

HSAP Passage Rate by Spring 2013

	Our High School	High Schools with Students Like Ours
Percent	93.9%	91.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	371	384	272	279
Number of Graduates in Cohort	259	313	197	211
Rate	69.8%	81.5%	73.8%	76.4%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	367	359	273	274
Number of Graduates in Cohort	264	269	207	209
Rate	71.9%	74.9%	76.6%	76.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	77.3%	76.4%
English 1	80.2%	71.7%
Biology 1/Applied Biology 2	82.5%	79.0%
US History and the Constitution	74.6%	62.6%
All Tests	79.0%	72.4%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,445)				
Retention rate	4.2%	Down from 5.6%	2.8%	2.9%
Attendance rate	93.2%	Up from 92.8%	95.1%	95.1%
Served by gifted and talented program	34.7%	N/A	20.5%	17.5%
With disabilities	10.7%	N/A	12.3%	11.9%
Older than usual for grade	8.1%	N/A	7.6%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.9%	1.3%	1.1%
Enrolled in AP/IB programs	39.6%	Up from 26.3%	17.1%	15.1%
Successful on AP/IB exams	57.0%	Down from 60.6%	50.0%	51.5%
Eligible for LIFE Scholarship	20.9%	Down from 27.4%	30.4%	30.6%
Annual dropout rate	3.3%	Down from 4.4%	2.9%	2.3%
Career/technology students in co-curricular organizations	0.0%	No Change	5.1%	7.2%
Enrollment in career/technology courses	703	Up from 685	478	418
Students participating in work-based experiences	2.8%	Down from 19.5%	23.1%	14.6%
Career/technology students attaining technical skills	91.6%	Up from 84.4%	85.3%	84.8%
Career/technology completers placed	N/A	N/A	98.8%	98.3%
Teachers (n=74)				
Teachers with advanced degrees	56.8%	Up from 56.2%	64.2%	63.4%
Continuing contract teachers	70.3%	Down from 80.8%	85.6%	78.8%
Teachers returning from previous year	82.4%	Down from 84.0%	87.5%	86.2%
Teacher attendance rate	95.2%	Down from 96.2%	94.9%	95.2%
Average teacher salary*	\$45,289	Up 0.2%	\$49,469	\$48,699
Professional development days/teacher	7.5 days	Up from 6.9 days	11.5 days	9.9 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	3.0
Student-teacher ratio in core subjects	30.7 to 1	Down from 31.3 to 1	27.9 to 1	26.9 to 1
Prime instructional time	87.9%	Down from 88.5%	87.9%	89.0%
Dollars spent per pupil**	\$5,895	Down 0.7%	\$7,455	\$7,919
Percent of expenditures for teacher salaries**	56.0%	Down from 57.4%	56.0%	57.0%
Percent of expenditures for instruction**	57.0%	Down from 58.6%	59.0%	60.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	76.4%	Down from 95.0%	95.9%	97.7%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	15.0	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	314	93.9%	1154	79.0%	384	81.5%
Gender						
Male	162	92.0%	539	78.5%	192	79.2%
Female	152	96.1%	615	79.5%	192	83.9%
Racial/Ethnic Group						
White	122	97.5%	463	90.3%	139	91.4%
African American	156	91.0%	518	70.8%	199	74.9%
Asian/Pacific Islander	N/A	N/A	13	76.9%	N/A	N/A
Hispanic	33	93.9%	156	73.1%	43	79.1%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	30	56.7%	87	39.1%	39	41.0%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	25	96.0%	130	66.2%	30	73.3%
Socio-Economic Status						
Subsidized meals	175	89.7%	704	71.0%	209	76.6%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Greenville High School Academy of Law, Finance, and Business continues to advance the achievement of students in all instructional programs and to promote lifelong learning for all stakeholders. Celebrating 125 years this year, the school has served the educational needs of the Greenville Community with a rich tradition of academic, athletic, and artistic excellence since 1888. The 2012-2013 school year was distinguished by many accomplishments that continued this long legacy of outstanding distinction. Located near the pulse of Greenville's thriving downtown economic center, Greenville High remains one of the most diverse and progressive schools in the Upstate. Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners.

Our magnet program offers students a unique and specialized program of study that prepares them for the rigors of the 21st century. Through the exploration of a wide variety of topics and courses, students develop an understanding of our legal system and the world's financial and business markets with Business and Law Weeks.

Instructional efforts focused on continued alignment of state learner standards to the various assessments that students face – HSAP, ACT, PSAT, SAT, MAP and End-of-Course testing. We continued with the development and implementation of USA Test Prep, and math and English intervention programs. Benchmark testing provides data for instructional decision-making in all core courses, including all EOC and AP classes. Freshman Academy common planning provides teachers opportunities for continued collaboration, resulting in the continued decrease of 9th grade failures.

Greenville High strives to meet the needs of all students by offering alternative pathways to academic success. We continue to move forward in the four key areas assessed on the Annual SC School Report Card. Our SAT and ACT composite scores and AP Pass Rate continue to progress. Twenty-two students were named as Palmetto Fellow Scholarship recipients and 14 were named SC Academic Honors Award recipients. We had two National AP Scholars and 11 AP Scholars with Distinction. Greenville High was recognized by Newsweek Challenge as a Top 1500 high school in the nation. Faculty members continue to distinguish themselves at local and state levels including five National Board Certified faculty members.

Although Greenville High School is successful in many areas of student achievement, we face the continued challenges of meeting the needs of a diverse student population. We will continue to refine the overall effectiveness of the Freshman Academy, to offer rigorous professional development opportunities to the faculty and staff, and to challenge ourselves to accelerate student performance while maintaining high expectations for success at all levels.

JF Dalton Lucas, Jr., Principal

Keith Groce, SIC Chair

"Steeped in Tradition, Focused on the Future."

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	81	187	27
Percent satisfied with learning environment	86.4%	87.7%	92.6%
Percent satisfied with social and physical environment	93.8%	88.6%	88.5%
Percent satisfied with school-home relations	86.5%	91.9%	74.1%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	58.6
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Greenville High School Academy of Law, Finance and Business school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
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Grades 9-12

All Students	238.0	230.6	80.8	73.1	99.4	99.1	69.8
Male	236.6	233.0	82.4	74.7	98.8	98.8	64.8
Female	239.4	228.3	79.3	71.6	100.0	99.4	74.9
White	250.5	246.8	89.1	80.6	100.0	99.3	80.1
African American	230.3	217.8	74.9	67.2	99.3	99.3	62.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	224.3	221.7	76.0	73.4	97.8	97.8	54.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	205.1	198.7	68.6	N/A	97.3	94.6	30.0
Limited English Proficient	221.9	221.2	74.2	N/A	96.9	96.9	39.1
Subsidized meals	228.4	219.7	74.8	68.5	99.0	98.4	62.8
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

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Two-Year HSAP Trend Data								
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2012	331	99.4	11.9	24.8	31.8	31.5	63.3
	2013	337	99.4	9.0	26.1	26.1	38.7	64.9
Mathematics								
All Students	2012	331	99.1	20.8	25.1	24.8	29.4	54.1
	2013	337	99.1	17.5	30.1	28.3	24.1	52.4

Abbreviations for Missing Data